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ABSTRACT

The Centre for Learning and Development is part of McGill University's Educational Development Group. The component parts of the Group, with its advisory bodies, work together to facilitiate educational development in general, and to improve teaching practices in particular. In the annual report for 1975-76 the following topics are discussed: (1) the development of a series of self instructional modules designed to impart teaching skills to graduate students and professors; (2) the modular instruction evaluation project; and (3) the course evaluation questionnaire. Continuing activities are reviewed, including consultations, publications, workshops, and seminars. Other projects and activities are listed. (Author/AP)

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CENTRE FOR LEARNING AND DEVELOPMENT

ANNUAL REPORT 1975—1976

McGILL UNIVERSITY MONTREAL

IR000500

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INTRODUCTION

INTRODUCTION

The Centre was founded in 1969 to act as a resource for McGill faculty and students in matters concerned with improving instruction. Today the Centre staff consists of four full-time equivalents and a small support staff.

STAFF (June 1975-June 1976)

PROFESSIONAL STAFF

George L. Geis	Director and Associate Professor
Charles E. Pascal	Associate Professor (on sabbatical 1975-76)
Bruce M. Shore	Associate Professor
Janet G. Donald	Assistant Professor
Glenn F. Cartwright	Assistant Professor
Lawrence Shulman	Associate Professor (until August 1975)
Hugh Scott	Associate Member, Medical Education Centre

SECRETARIAL STAFF

Anne Sage	Administrative Secretary
Linda Fitzhugh	Publications Secretary
Sharon Cragg	Receptionist/Typist
Gayle Lewis	Receptionist/Typist (until July 1975)

LIBRARY

William Mucikowsky	Librarian

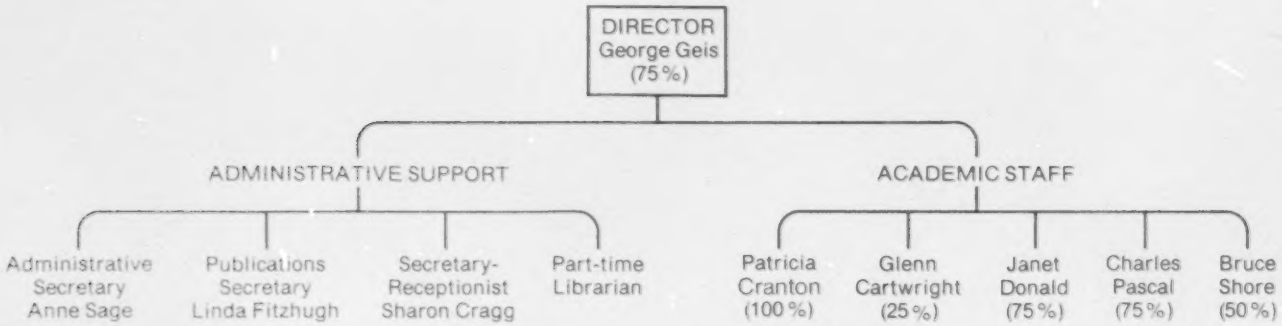
RESEARCH ASSISTANTS

Florence Brown	Research Assistant
Gwen Pilkington	Researcher

PROJECT ASSISTANTS

Heather Kalinowski	Course Manager/Teaching-Learning Course
Judith Mueller	Course Manager/Teaching-Learning Course (until October 1975)
Seyma Faust	MI Evaluation Coordinator
Hershie Shtull	Course Evaluation Assistant

CLD ORGANIZATIONAL CHART
1976-1977



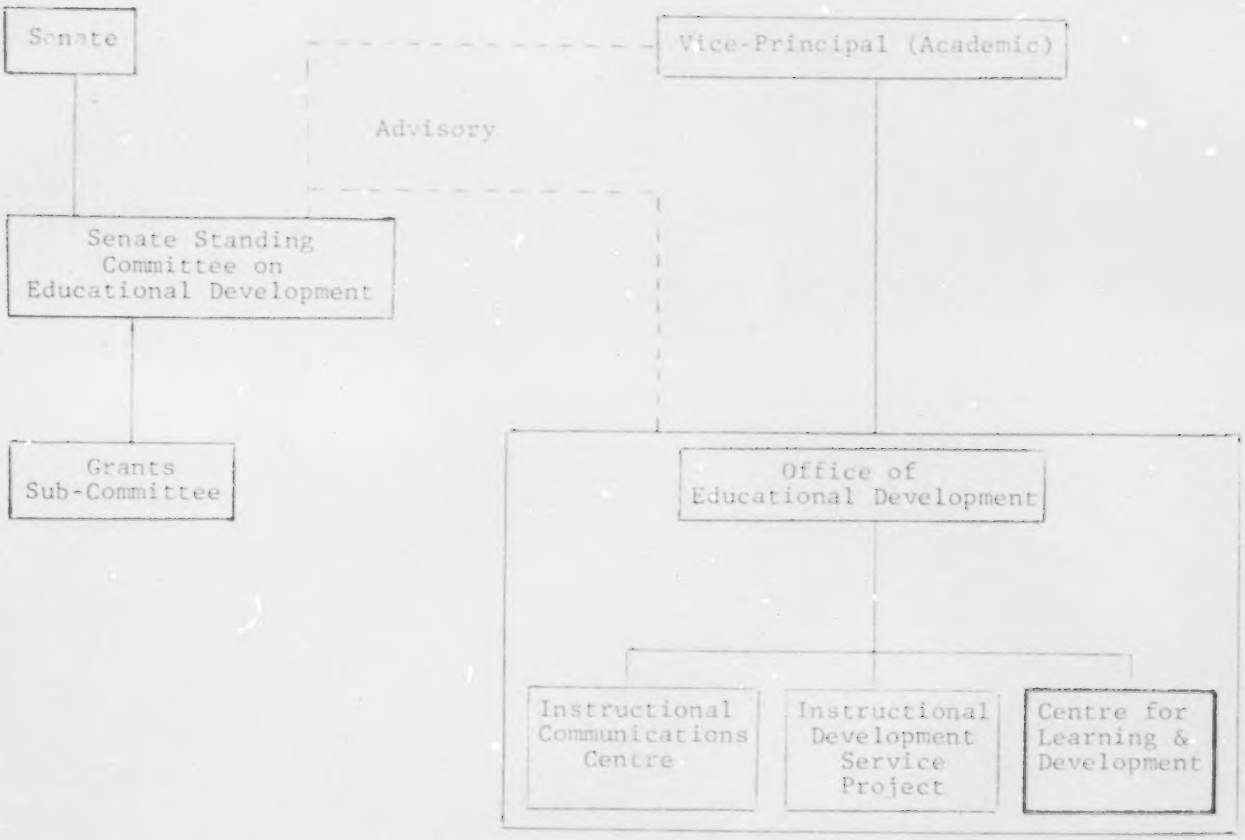
NOTES: 1. *Academic Staff is cross-appointed with the Faculty of Education (at Assistant or Associate Professor rank)*

2. *Casual staff is added to the Centre as Projects require and funds allow. For example: Research Assistants on F.C.A.C. Projects*

EDUCATIONAL DEVELOPMENT GROUP

The Centre for Learning and Development is part of McGill's Educational Development Group. The component parts of the Group, with its advisory bodies, work together to facilitate educational development in general, and to improve teaching practices in particular.

The CLD is housed in the same building with the other sections of the Office of Educational Development. Cooperation and proximity not only enable each group to offer effective assistance in projects based in one of the other groups, but also to ensure that the best team is brought together from the groups in order to help a faculty member seeking advice or service.



MAJOR PROJECTS

In order to remain responsive to current interests, needs and opportunities, the Centre reserves a portion of time each year for special projects.

TEACHING AND LEARNING

"An Individualized Course in University and College Teaching"

The Centre has been developing a series of self-instructional modules designed to impart teaching skills to graduate students and professors.

Four of the original modules were revised during the Summer and Autumn of 1975 and work began on the revision of three others in December 1975.

During 1975-76, a course drop-in room was established; there students could meet with CLD resource people to select modules and back-up resources. A part-time manager was supported with the help of a $2,000 appropriation from the Educational Development Fund. A new slide-tape show describing the project was developed during 1975-76. The 10-minute presentation can be used to publicize the course on campus and as an orientation to the course for new students in it.

Participants in the course were invited to attend a two-day group discussion workshop conducted by Dr. Ted Maroun and a feedback meeting directed by Dr. Bruce Shore and assisted by Mrs. Heather Kalinowski, the course manager. Plans are underway to conduct more group meetings and to continue to have course participants work through the modules in groups.

By the Autumn of 1976, all of the modules will have undergone at least one revision; a manager/user's guide is being developed to prepare the modules for export to other colleges and universities.

Modules available up to June 1976 include:

1. Designing Individualized and Self-Instructional Materials
2. Characteristics of Effective Instruction
3. Student Motivation I: Background and Introduction
4. Student Motivation II: Held in the form of a group discussion workshop
5. Introduction to the Basic Principles of Systematic Instruction
6. Setting Instructional Objectives

[For further information, contact the course manager at 392-5156 or write to "Teaching and Learning," Centre for Learning and Development, McGill University.]

MODULAR INSTRUCTION EVALUATION PROJECT

During the past four years the CLD, supported by the Educational Development Committee, has conducted cooperative evaluations of new modularized courses at McGill. The project was directed by Dr. Janet Donald and coordinated by Ms. Seyma Faust. In 1975-76, with funding from the Educational Development Committee of $8,864, ten courses were evaluated to bring the total number of MI evaluations to 50.

The primary purpose of the evaluations has been to aid McGill professors who have developed MI courses by providing information on problems and possible solutions to them. The organization of the project, the role of evaluation team members, the evaluation process, and a review of the major issues were outlined in the 1976 Report on Modular Instruction Evaluation, which may be obtained from the Centre for Learning and Development.

Because this was the last year of funding for this experimental project, a special effort was made to analyze the findings of the four years of the project and to make them available in a Resource Book on Modular Instruction to be published by CLD in the Fall of 1976.

COURSE EVALUATION QUESTIONNAIRE

Continuing with the original Computerized Course Evaluation Item Bank begun in 1974 with the assistance of Dr. Gilles Nadeau of the University of Moncton, the Centre offered resources for course evaluation in 1975 with the financial assistance of the Educational Development Committee of $2,425.

The project was supervised by Dr. Glenn Cartwright and the day-to-day activities handled by either Hershie Shtull or Charles Quesnel. The project was to install the Purdue University Cafeteria Course Evaluation System for a one-year experimental trial on our campus. Service using the system was made available to the campus beginning in October, 1975. All Department heads and directors were advised of the service. The service was used by more than 20 people during the second term, in almost as many departments. An evaluation of the project has been prepared by Dr. Cartwright.

The purpose of the evaluation system is to allow each professor to tailor his or her own course evaluation questionnaire to the needs of his or her course. Armed with a bank of possible evaluation questions, the professor merely selects those he or she wishes to appear on the questionnaire. The questionnaire is printed by the computer, filled in by students, and returned to the computer for analysis.

It is anticipated that the Purdue System or some similar system will be available during the Fall of 1976. Further information is available from the Director.

CONTINUING ACTIVITIES

Although the CLD emphasizes year-long projects directed at current interests and needs, it regularly carries on a number of activities which continue from year to year.

CONSULTATIONS

One major service provided by the Centre is consultation with faculties and departments on-campus seeking information on a wide range of topics in the educational development field. In 1975-76 the CLD staff provided over 515 hours in consultation time to the following departments and groups at McGill:

Anthropology
Centre for Medical Education
Chemical Engineering
Classics
College Level Programs
Computing Centre
Computer Science
Economics
Education
Education in Mathematics and Science
Educational Administration
Educational Psychology
English
Faculty of Education, Cycle One
  Alternative Student Teaching Program
French Language and Literature
Geography
Management
McGill Alumnae
McGill Learning Festival
Mechanical Engineering
Medicine (Postgraduate Medical)
Physical and Occupational Therapy
Physical Education
Physics
Religious Studies
School of Library Science
School of Nursing
Social Work
Urban Planning

PUBLICATIONS

LEARNING AND DEVELOPMENT

The CLD Newsletter is distributed free to faculty members, administrators and students at McGill. We have approximately 500 off-campus paid subscribers. Each issue contains a lead article and short items describing specific innovations taking place on- and off-campus. In Volume 7, as in previous years, we attempted to bring a variety of topics to the attention of our readers:

#1 - Short Films and Their Use in Second Language Courses
(M. N. Legoux, Dept. of French as a Second Language)

#2 - Higher Education Studies Itself
(B. M. Shore, Centre for Learning and Development)

#3 - "Trick or Treatment"
(G. L. Geis, Centre for Learning and Development)

#4 - The Educational Development Group: IDSP

#5 - Contracting for Learning
(J. G. Donald, Centre for Learning and Development)

#6 - What are Laboratories Good For, Anyway?
(O. M. Fuller, Dept. of Chemical Engineering)

PUBLICATIONS

Members of CLD, as in past years, produced several papers and publications covering a wide range of topics. Many of these papers were presented at various conferences and meetings which the staff attended.

A Publications List of previous publications (monographs, articles, bibliographies and newsletters) is available from the CLD Publications Secretary. Single copies of publications can be obtained free of charge to members of McGill University and at cost off-campus.

SPECIAL REPORTS

Modular Instruction Evaluation Report 1974-1975
(by J. G. Donald and S. Shulman)
This report summarizes the 1974-1975 year's activities in the formative evaluation of MI courses at McGill. The project is described in more detail on page 7.

Annotated Index to Pedagogical Services in Canadian Colleges and Universities
(by J. G. Donald and B. M. Shore)
This document is an annotated version of the index which was produced by CLD in 1974. Its purpose is to describe the centres and offices which promote the improvement of learning and teaching in higher education. The goals, activities, and publications of each service are listed.

Course Author's Guide to Computer-Assisted Instruction Using CAN VI
(by G. F. Cartwright and F. N. Tessler)
This manual replaces the manual entitled "The CAN VI System as Adapted to MUSIC." Its purpose is to describe the syntax of the CAN VI language to enable the user to write an instructional sequence in CAN VI, and to describe how their instructional sequences may be assembled into courses to teach large numbers of students using the CAN VI system as implemented on MUSIC. (MUSIC is the acronym for the "McGill University System for Interactive Computing," the computer operating system used extensively at McGill University.)

WORKSHOPS AND SEMINARS

CLD sponsored numerous workshops and seminars for faculty members and students. These encompassed a wide range of topics, including:

- Teaching Problem-Solving Skills
- Exploring the Potential of CAI at McGill and Sharing Tips, Solutions and Techniques with Respect to the Use of the CAN VI Language
- A Process of Formative Evaluation
- Evaluating Instruction
- The Use of Simulation Games in the Teaching of Research
- The Preparation and Conduct of Examinations
- Undergraduate Laboratories

In addition, CLD co-sponsored (with the Faculty of Education, Department of Educational Psychology and Sociology) a regular seminar series designed for staff and graduate students. Reports were offered on current research and development activities.

COMMITTEES

CLD contributes to the membership of several McGill University committees concerned with teaching and learning. It was also represented in 1975-1976 on governmental and professional advisory committees.

- Educational Development Workgroup on Evaluation at McGill
- Planning Commission
  - Workgroup on Departmental Self-Evaluation and Review
- Senate Committee on Continuing Education
- Senate Standing Committee on Educational Development
  - Grants Sub-Committee
  - Sub-Committee on Agenda Topics
- Senate Computer Policy Committee
  - Academic Computing Sub-Committee
- Senate Committee on Student Affairs, Task Force on the Conduct of Examinations

Because of its unique access to information about higher education, the Centre can and hopefully does offer a special advisory resource to the campus. Additional committee responsibilities are noted on page 26.

* * * *

- Comité interuniversitaire des directeurs des services pédagogiques
  - Sub-Committee of the Comité interuniversitaire
- Teaching Effectiveness Sub-Committee, Canadian Association of University Teachers

READING ROOM

CLD continues to maintain a specialized collection of approximately 375 books in the field of educational research and development. In addition to regular journal subscriptions, CLD also receives numerous journals, newsletters, articles and pamphlets from other institutions and centres in higher education. In 1975-1976, 65 new books were acquired.

The part-time librarian maintains the library collection, and is also available to answer faculty requests (for example, searches to locate special materials that may be of use to professors in courses they are developing, or bibliographic searches in the literature of educational innovation).

OTHER PROJECTS AND ACTIVITIES

The Centre serves as a resource for a variety of activities other than those described in previous pages. Here is a sampling of these kinds of activities.

TEACHING EVALUATION PROJECT

Often a large amount of groundwork precedes the launching of a major project. During 1975-1976 the Centre was active in exploring further the consolidation of the several different approaches to the evaluation of courses and instruction which were being pursued by members of the Educational Development Group. In addition, the Centre sensed an increasing interest on campus in evaluation of teaching. Regular meetings were set up involving the Chairman of Educational Development, the Director of the Centre and the Supervisor of the Instructional Development Service Project. Concurrently, the Centre began to develop a proposal for a comprehensive evaluation plan. Dr. Gary Saretsky of the Chicago State University was employed to help draft the proposal and implement the plan. Support for the project came from the Centre's regular budget supplemented by a grant of $1,500 from the Office of Educational Development. By the end of the 1975-1976 academic year, the plan was well articulated and had been critiqued by a group of professors, chairmen and deans. Implementation of the plan is described in the final section of this report (Looking Ahead).

TEACHING TAXONOMY

Each year, several monographs and other publications emerge from the Centre. Some are originated by CLD, others are developed "by request." The teaching taxonomy monograph falls in this latter category. The Senate Committee on Educational Development requested the Centre, in cooperation with the Office of Research for Planning and Development, to develop a 40-50 page monograph on various "methods" of teaching (e.g., lecture, simulation, modularized instruction) to be used as a "first-stop" handbook for faculty members. Dr. Gwen Pilkington joined the Centre for one year as a part-time special assistant to aid in the development of the manuscript. It is undergoing editing and revision under the supervision of Dr. Bruce Shore. A Fall presentation of the first draft to the Committee is planned.

OTHER ACTIVITIES

FELLOWSHIPS

The Centre can serve as a "home" for faculty members involved in intensive study of, and work on a pedagogical matter. Last year Professor O. Maynard Fuller of the Department of Chemical Engineering was granted a course improvement leave by the Educational Development Grants Sub-Committee to work as a CLD fellow in order to study a teaching process of problem-solving to University students. He applied techniques of modelling, video-recording and PSI to his courses on experimental design, implementation and analysis (302-292A and 302-293B).

LEARNING FESTIVAL

CLD is interested in serving students as well as faculty. In 1975, the Grants Sub-Committee awarded grants to a group of students who were interested in holding a two-day Learning Festival. Held in October 1975, it provided the opportunity to exchange ideas and share in learning experiences among students, faculty and administration. The CLD staff participated in the events by holding discussions on such topics as "Alternatives in Education," "Evaluating for Learning," "Is Relevance Relevant?" and "Consumerism in Education: Evaluating Instruction," and by conducting tours of the CLD facilities.

DIRECTORS OF PEDAGOGICAL SERVICES

Quebec leads Canada in the establishment of pedagogical services. During the 1975-1976 academic year, Dr. Janet Donald represented the CLD at meetings of the Directors of Pedagogical Services. In addition to providing liaison on topics of current interest to the Quebec Services, the members of this group put considerable effort into the production of a monograph entitled "La pedagogie de l'enseignement superieur."

WORKSHOPS AND SEMINARS OUTSIDE McGILL

During the year CLD personnel conducted workshops on other campuses on a diverse range of topics such as:

- Establishing a Formal Pedagogical Service
- Gifted Children
- Integrating Math and Science Curricula--Practical Strategies
- The Many Faces of Assessment
- Eclectic Therapy
- Teaching Effectiveness
- Evaluation Training

VISITORS

Annually the Centre serves as host to a hundred or more visitors from universities and institutions throughout the world. In 1975-1976 several professors, either on sabbatical leave or having heard of the Centre, as well as many government representatives from Provincial and Federal agencies visited the CLD facilities. In addition, many visitors included those who were asked to participate in CLD workshops and seminars.

RESEARCH AND PROFESSIONAL ACTIVITIES

RESEARCH ACTIVITIES

As in previous years, the CLD staff members have remained active in their research roles. Support for research activities came from various sources, including a very substantial portion from the Quebec Government's FCAC program, individual grants from such agencies as the Canada Council, and McGill University.

Diagnosis of the Abilities and Needs of Teachers in an Inservice Program
(FCAC Grant, $6,000)
The project director on this study is Dr. Janet Donald, assisted by Margaret Penney and Monique Balderman. During 1975-1976, the project (a) studied the results from a diagnostic inventory in which professors described their needs and interests, and (b) studied and developed self-evaluation techniques and produced and field-tested the Instructional Analysis Kit.

Grant to Study Research on Women at McGill
(Principal's Discretionary Fund, $2,000)
The professors responsible for this study were Dr. Janet Donald with the assistance of Margaret Gillett (Education) and Erin Malloy-Hanley (Religious Studies). Andrea Vabalis was the research assistant.

Instructional Development in Australia
(Canada Council Grant, $9,000)
This study formed part of Dr. Charles Pascal's sabbatical work in 1975-1976. The results of this study will be available in December 1976.

Learning Environments
(FCAC Grant, $10,000)
The project staff included: Dr. Bruce M. Shore; Professors Ronald H. Tali (Educational Administration), F. Gillian Rejskind (Educational Psychology and Sociology); and Robert Jones (Educational Media) with the support of the following students: Patricia Heller, Rosemary O'Shaughnessy, Felicity Tallboy, Dorit Fried-DesBaillets. The study set out to evaluate a high school for educable mentally retarded. A report is available from the Protestant School Board of Greater Montreal. The students involved in the project produced the following theses: (1) Effects of Various Summer Activities on School Retention (Heller); (2) Student-Teacher Cognitive Style Matching and Affectivity (Fried-DesBaillets); (3) Information Used by Teachers in Decision-Making (O'Shaughnessy). Work is continuing on the analysis of data collected.

PROFESSIONAL ACTIVITIES

PUBLICATIONS AND PAPERS

In addition to the publications and reports prepared specifically for use by the Centre (see p.10), members of the CLD continued to produce scholarly papers and publications. These are listed below by author.

These and previous publications and papers are listed in the Publications List available from the Publications Secretary. It should be noted that single copies of publications sponsored by CLD are available free of charge to members of McGill University and at cost to persons and organizations off-campus.

Books and Articles

Asch, J., & Shore, B. M. Conservation behavior as the outcome of environmental education. Environmental Education, 1975, 6(4), 25-33.

Blondin, D., Donald, J. G., Gagnon, M., Meunier, J.-G., & St. Pierre, H. La pedagogie de l'enseignement superieur. Documents, serie 4, Methodologie et technologie de l'education. Revue des Sciences de l'Education, 1976.

Cartwright, G. F., & Derevensky, J. An attitudinal study of computer-assisted testing as a learning method. Psychology in the Schools, July 1976, 13, 317-321.

Donald, J. G. Evaluation of the pilot project, college level program. McGill University: Faculty of Education, January 1976.

Donald, J. G. Pre-class considerations for improving teaching effectiveness. In Report on the Teaching Effectiveness Conference, American College of Life Underwriters, Zimmerman Adult Learning Laboratory, Bryn Mawr, Pa., July 1975.

Geis, G. L. Student participation in instruction: student choice. Journal of Higher Education, 1976, XLVII(3), 249-273.

Pascal, C. E. Using principles of behavior modification to teach behavior modification. Exceptional Children, May 1976, 426-430.

Schermerhorn, S. M., Goldschmid, M. L., & Shore, B. M. Learning basic principles of probability in student dyads: a cross-age comparison. Journal of Educational Psychology, 1975, 67, 551-557.

Shore, B. M. Microteaching. In S. E. Goodman (Ed.) Handbook on contemporary education. New York and London: Bowker (Xerox Education), 1976.

Shore, B. M., & Strauss, E. What happens to graduate education graduates? McGill Journal of Education, 1975, 10, 169-174.

Shore, B. M. Moving beyond the course evaluation questionnaire in evaluating university teaching. Canadian Association of University Teachers Bulletin, 1975, 23(4), 7-10.

In addition, Drs. Geis, Shore, Pascal and Donald contributed chapter articles in the following book:

Knapper, C. (Ed.), et al. If teaching is important--the evaluation of instruction in higher education. Toronto: Clarke-Irwin, Winter 1976.

Papers and Addresses Presented at Professional Meetings

Cartwright, G. F. Differential interpretation of feedback in small groups. Paper presented at the meeting of the American Educational Research Association, San Francisco, April 1976.

Donald, J. G. Beginning with evaluation: individualizing instruction through early diagnosis. Paper presented at the meeting of the Canadian Society for the Study of Education, Edmonton, June 1975.

Geis, G. L. Innovation in education. Paper presented at the meeting of the American Psychological Association, Chicago, August 1975.

Geis, G. L., & Thomas, D. Improved instruction by simple feedback. Paper presented at the meeting of the American Educational Research Association, San Francisco, April 1976.

Geis, G. L. Instructional designer and professor. Invited paper presented at the meeting of the National Society for Performance and Instruction, Atlanta, April 1976.

Geis, G. L. "Schizophrenia" in academia. Invited paper presented at the meeting of the Personalized System of Instruction, Washington, April 1976.

Geis, G. L. Teaching and learning: twenty years of technology. Invited paper presented at the Eastern Mennonite College, Harrisonburg, Virginia, April 1976.

Geis, G. L. New directions in education. Presentation at Hillel Students Meeting, McGill University, September 1975.

Geis, G. L. Why teaching and learning are not synonymous. Invited speaker at the Annual Meeting of the Canadian Endodontics Association, Montreal, October 1975.

Pascal, C. E. The many faces of assessment. Presentation at the Australian National University, Bundanoon, N.S.W., Australia, November 1975.

Pascal, C. E. A systematic approach to solving problems. Presentation at Woden Valley Society for Special Education, Canberra, Australia, November, 1975.

Shore, B. M., & Tallboy, F. Measuring openness of education: step one of a continuing project. Paper presented at the meeting of the Canadian Society for the Study of Education, Edmonton, June 1975.

Shore, B. M. Success and failure of formal teaching improvement efforts in higher education. Presentation at the 2nd International Conference on Higher Education, Lancaster, U.K., August 1975 (to be published in 1976).

PROFESSIONAL MEMBERSHIP

CLD staff maintain membership on a large number of professional organizations and hold offices in several of them. At least one member of the Centre is a member of each of the following:

American Educational Research Association
American Psychological Association
Canadian Educational Researchers Association
Canadian Psychological Association
Canadian Society for the Study of Education
Canadian Society for the Study of Higher Education
Corporation of Professional Psychologists of Quebec
Council for Exceptional Children
National Research Council, Associate Committee on Instructional Technology
National Society for Performance and Instruction
The Association for the Gifted

SABBATICAL LEAVES

Dr. Charles Pascal was on sabbatical during the 1975-1976 year. As part of his work, he visited instructional development centres in Australia, Japan, Israel and Europe in order to study these centres and further to exchange ideas between them and CLD.

ACADEMIC ACTIVITIES

TEACHING

In addition to their activities at CLD, the staff members are also cross-appointed with the Faculty of Education, and as such, they are responsible for regular formal courses, seminars and colloquia. The courses taught in 1975-76 included:

Cartwright, G. F.	Educational Psychology 414-500 *(Introductory) Educational Psychology, 1975-76*
	Educational Psychology 414-492 *Psychology and Instructional Design, Fall 1975*
	Educational Psychology 414-495 *Seminar in Special Topics: The Computer in Education, Summer 1975, Winter 1976*
	Educational Psychology 414-610 *Educational Measurement, Summer 1975, 1976*
Donald, J. G.	Education (Collegial Program) 449-583 *Development of a Teaching Schema, Fall 1975*
	Education (Collegial Program) 449-585 *Application of a Teaching Schema, Winter 1976*
Geis, G. L.	Educational Psychology 414-456 *Application of Psychological Principles to Educational Problems, Fall 1975*
	Continuing Education 414-341 *General Methods in Special Education, Winter 1976*
Shore, B. M.	Educational Psychology 414-602 *The Uses of Statistics in Education, 1975-76*
	Educational Psychology 414-446 *Special Topics in Special Education--Gifted and Talented Children Summer and Fall 1975*
	Education (Collegial Program) 449-583 and 585 *Design, Implementation and Evaluation of a Teaching Schema, 1975-76*

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GRADUATE STUDIES

During 1975-1976 graduate studies at CLD took several important steps forward. The University gave its approval to the PhD (Educational Psychology) which contains an option in Instructional Development and affiliation to CLD. Just after the close of the year the Quebec Ministry of Education gave final approval to the MEd (Educational Psychology), a teacher-oriented program focussing on CLD-related concerns such as instructional design, evaluation, and innovation. These have been added to the MA (Educational Psychology), which continues to include students interested in educational development. In this year we had 5 MA and 1 PhD (Educational Psychology) students, and 2 MSc (Applied) students in Physical Therapy. Five of these students have completed their theses (three have already graduated) and the others are continuing in their programs. The names of these students, including their thesis titles, are listed below.

The Centre can accommodate about a half-dozen students. Students pursue their course-work and most formal requirements in their "home" department, but engage in an active apprenticeship at the Centre, including research, seminar presentations, evaluation, teaching-materials development, and consultation. The details of the CLD involvement are worked out individually, and formalized in a contract.

The principal aim of CLD's enhanced involvement in graduate studies is to provide personnel for similar centres elsewhere, particularly in Canada.

STUDENTS

Fried-DesBaillets, Dorit (MA, Educational Psychology)
Thesis: Student-teacher relationship and cognitive style matching. Unpublished MA Thesis, Department of Educational Psychology and Sociology, 1976.

Levy, Andre (MA, Educational Psychology)
Thesis: The effects of stated purpose and timing of course evaluation questionnaires on student responses. Unpublished MA Thesis, Department of Educational Psychology and Sociology, 1976.

O'Shaughnessy, Rosemary (MA, Educational Psychology)
Thesis: Teacher's labelling of students' performance in pedagogical decision-making. Unpublished MA Thesis, Department of Educational Psychology and Sociology, 1976.

Penney, Margaret (MA, Educational Psychology)

Rose, Malcolm (MA, Educational Psychology)
Thesis: A behavioural-educational approach to reducing disruptive behaviour. Unpublished MA Thesis, Department of Educational Psychology and Sociology, 1976.

Smith, Ron (PhD, Educational Psychology)

Tallboy, Felicity (PhD, Educational Psychology)

Thomas, Dorothy (MSc [Applied], Physical Therapy)
Thesis: Use of a simple method of feedback to improve teaching effectiveness. Unpublished Master of Science (Applied), Physical Therapy Thesis, School of Physical and Occupational Therapy, 1975.

vel Pietrowski, Bozena Pietrzak (MSc [Applied], Physical Therapy)

COMMITTEES

CLD members serve on a number of committees whose attention is directed to specific departmental, faculty or university matters, as well as outside concerns. In 1975-1976 these included:

- Advisory Committee on Programs for Gifted Children, Protestant School Board of Greater Montreal
- Committee on Women's Studies
- Committee to Advise the Principal on the Appointment of the Dean of the Faculty of Graduate Studies and Research (Summer, 1975)
- Education-Music Liaison Committee
- Faculty of Education Graduate Studies Committee
- Graduate Faculty Council
- McGill Community Family Centre
- President's Task Force to Evaluate the Faculty of Education, University of Calgary

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LOOKING AHEAD

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TEACHING AND LEARNING

The CLD "course" will undergo a year of careful field testing and revision. By the summer of 1977 we expect to have obtained adequate data on each unit in the course, to have developed a Manager's/User's Guide, to have written two or three additional units (e.g., one on Student Skills) and to have field tested the course off-campus in one or two other institutions. Thus, the course should be in final form and "exportable" by June 1977.

FORMATIVE EVALUATION

We will continue to offer resources to assist in the application of new techniques of instruction to McGill courses and programs. Professor Donald and her assistants have over the past four years developed systematic techniques for determining the strengths and weaknesses of particular modularized courses. We hope to expand the application of these techniques to a variety of other innovative courses in 1976-1977.

EVALUATION HANDBOOK

Professor Donald has drafted a handbook on methods of evaluating student performance The handbook is being developed at the request of the Senate Committee on Educational Development. After a series of tryouts and revisions it should be ready for faculty use by mid-1977.

GRADUATE STUDENTS

The Centre plans to develop a systematic program for any graduate student who wishes to attach himself or herself to CLD. The program will be designed so that the students will have the opportunity to engage in each of the various kinds of activities at the Centre. We are anxious that CLD continue to serve as a place in which students can learn about teaching, learning, and innovation in higher education.

CAI LABORATORY

The McGill Development Fund provided initial funding to establish a laboratory for the study of application of the computer to education. The Centre and the Department of Educational Psychology and Sociology, through the Division of Educational Computer Applications, have jointly lent support to the laboratory for its first year. Professor Cartwright has designed the lab and will administer its activities. The laboratory is seen as a resource for anyone on campus interested in studying educational uses of the computer. The laboratory will be the site of basic research on computer use as well as serving as a means of orienting faculty to more sophisticated types of computerized instruction and as a place for trying out computerized courses or units developed by McGill faculty members.

COMPREHENSIVE EVALUATION

The major activity of the Centre in 1976-1977 will be implementing a comprehensive course and teaching evaluation program. Already with the assistance of Dr. Gary Saretsky, CLD in cooperation with the Office of Educational Development (OED) and the Instructional Development Service Project (IDSP) has developed a rather detailed plan for evaluating instruction. The plan is intended both for individual and departmental purposes and has been created in the light of a few principles strongly held by those who are attached to the project.

- Evaluation of a professor ought to provide constructive feedback designed to aid in professional development. This view is the opposite of the one that holds that evaluation is a dramatic, one-shot way of judgment. It also requires follow-up resources, so that when a deficiency is spotted or when a professor wishes to improve his teaching skills assistance is readily available.

- Evaluation of a professor ought to be a sophisticated, continuing effort aimed at improving instruction. As such a single, over-simplified method (e.g., many course questionnaires) is unlikely to be adequate or fair. Also one-shot summary evaluations seem inappropriate, especially for professional members of an institution devoted to improvement and development of the individual.

- Evaluation of a professor ought to be cooperative. Professional people should be able to discuss the means by which they wish to be evaluated and the purposes to which evaluation data may be put. We are suspicious of "top-down" evaluation imposed upon professors. We see the discussions of when, why and how an evaluation will take place as an important part of the evaluation process.

- In order to be most useful to a department, evaluation ought to be formative, regular and systematic. We see evaluation primarily as a systematic way to provide feedback and guidance to the department. It is true that evaluation of a teacher may be important when an administrative decision on hiring or promotion is pending. However, feedback for purposes of changing a course or a program is needed and ought to be regularly sought. Systematic improvement is in our eyes far preferable to infrequent binary decisions (such as "hire/fire").

- An evaluation of a professor or a course ought to be part of a larger evaluation directed at improving instruction as a whole. Merely evaluating the professor or a course may fail to expose weaknesses in other aspects of instruction. Course and program evaluations are as important activities as evaluation of the teacher.

In 1975-1976, the plan was developed and criticized by a small group of faculty members who generously offered their time to review our work.

As a result of their comments extensive revisions have been made and work is progressing on a more detailed document specifying the component parts of the evaluation "package." This package will consist of:

- identification of the major steps in evaluating teachers, courses and programs. Essentially this will be a procedural guide for the user.

- information on methods for obtaining data ranging from course questionnaires to peer review, from collecting course outlines to simulated teaching situations.

- information on, and guidance in interpretation of data obtained.

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- information on resources available at McGill designed to assist teachers and course designers in improving instruction.

Although the package is being designed for use by individuals and departments independent of assistance from the Office of Educational Development, it is likely that the Educational Development Group will play an important role in orienting new users to the plan, assisting them in the mechanics of the procedures, providing technical help in matters of obtaining and interpreting data and providing resources to assist in improving instruction.

At each step the "user" will be urged to contact members of the Educational Development Group if assistance seems needed.

Undertaking this large-scale project obviously called for a major investment. The Centre has been fortunate in acquiring a new staff member, Dr. Patricia Cranton (a recent graduate from the Ontario Institute for Studies in Education). Dr. Cranton will devote much of her time to supervising the Comprehensive Evaluation Project. By Summer 1977, we hope to have thoroughly tested the materials and procedures and have them available to all departments.

Meanwhile we are continuing to develop one component of the evaluation system that we have already invested much time and effort in. The Centre, in close cooperation with the Instructional Development Service Project, is developing a new questionnaire item bank which takes advantage of both our experiences in course evaluation systems and our extensive collection of questionnaire items. During the Winter of 1976 a new system offering the user a method for designing his or her own questionnaire will be tried out and revised. Eventually the system will be a component of the comprehensive evaluation plan.